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ABSTRACT

Focusing on the change in instructional emphasis from remedial (re-teaching) to developmental (pre-teaching), this paper describes the Chapter 1 reading program in the Wichita (Kansas) Public Schools during the school years 1990-1991 and 1991-1992. This paper includes: diagrams describing the new agenda for an integrated language arts curriculum; materials aimed at helping teachers get their students involved in reading; descriptions of alternatives to conventional reading instruction; figures representing the "cluster" approach to literature discussion; progress reports for classroom and home use; and calendars of inservice teacher education activities. The paper concludes with a report of performance on standardized tests, showing program objectives achieved for both basic and advanced reading skills. Three graphs and a table are included. (RS)

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PRETEACHING VERSUS RETEACHING IN CHAPTER 1 READING

WICHITA PUBLIC SCHOOLS
CHAPTER 1 READING
217 N. WATER
Wichita, KS 67202

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Sheril Logan, Chapter 1 Reading Coordinator
Joyce Mattson, Chapter 1 Administrative Assistant
Jack Furan, Chapter 1 Director

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WICHITA PUBLIC SCHOOLS
CHAPTER 1 READING 1990-1991

1990-91 - Chapter 1 Reading pre-teaches stories before their introduction in the classroom, emphasizing vocabulary, background information, predicting, pre-reading, and writing. Two-way classroom correlation is mandatory. The classroom teacher (CT) must provide the name of the new story to be introduced or the cluster planner to the Chapter 1 reading teacher (SRT) approximately a week before its introduction in the classroom. The SRT will give the CT a Chapter 1 cluster planner so there is two-way correlation. Because Chapter 1 Reading is pre-introducing reading concepts, it is absolutely essential that the Chapter 1 teacher and the classroom teacher correlate and communicate with each other for the good of the students.

There are 34 certified Chapter 1 reading teachers and 15 paraprofessionals working in 25 public buildings at 26 sites and 9 nonpublic buildings. The recommended caseload for an SRT alone is 50-70; the caseload with an SRT and paraprofessional is 80-100. Students are seen for 120-135 minutes per week in grades 1-5 and 40-70 minutes in kindergarten. Additional help is given to students with negative NCE gains. Both in-class and pull-out services are delivered; delivery mode is a building level decision. Service is given to approximately 2624 public school students grades K-5, and 75 nonpublic students are served via mobile vans. Schoolwide projects are at the Park and Irving sites and Extended Day Kindergarten at Colvin.

Schools are declared eligible for service based on low income data. To qualify for service, a student must attend a Chapter 1 identified school and show an educational need. The Chapter 1 teacher can work only with eligible students. Chapter 1 instruction is in addition to, not instead of, classroom instruction in reading. Chapter 1 reading instruction should occur during the non-instructional time of the language arts block.

Chapter 1 kindergarten students must have a teacher referral and score 60 or below on the Chapter 1 Kindergarten Test. First grade students must score at K-4 or below on ITBS Word Analysis. Grades 2-5 students use a combined ITBS/Heath score of 35 or below to qualify for Chapter 1 Reading.

Both basic and more advanced skills are taught and tested. Emphasis is on helping Chapter 1 students learn to think and to integrate reading, writing, speaking and listening as essential life skills. Skills are taught in the context of literature and not in isolation.

Chapter 1 required documentation is monitored through the Chapter 1 office. The Chapter 1 administrative staff will submit to the building principal a formal written observation if requested to do so; otherwise, program monitoring by Chapter 1 staff takes the form of regular informal observations, monitoring of records and conferences with the SRT.

Parents are asked to support the theme of the stories through home activities. Ongoing parental contacts and conferences are encouraged.

Building administrators, when evaluating the SRT, should look for close correlation with the classroom instruction, use of the Heath materials/philosophy, and an abundance of direct instruction. Chapter 1 reading teachers will continue to be inserviced to be reading resource people within a Chapter 1 building.

WICHITA PUBLIC SCHOOLS

CHAPTER 1 READING 1966 - 1989

1966 - Wichita's program for compensatory education began in the spring of 1966 with corrective reading as its focus. It was funded as a Title I project under an ESEA grant. Dr. James Howell was the Director of Reading. Reading services were delivered with an eclectic approach in grades 2-12.

1970 - Reading Services Center began operation in September, 1970, at the Community Education Center.

1970 - Title I Corrective Reading was selected by the White House Conference on Childhood Education as one of thirty-four most promising programs in the nation.

1972 - Title I Corrective Reading received recognition at the National Education Fair. Grades 2-9 were served.

1975 - Title I Corrective Reading was named exemplary reading program by the American Institute of Research.

1976 - Elementary students became the primary focus. Grades 1-6 were served.

1978 - Title I Corrective Reading was renamed TOCR. TOCR was certified and funded by the U.S. Office of Education as a Demonstrator Developer Program.

1981 - Title I became Chapter 1.

1986 - Chapter 1 Reading was awarded a Certificate of Merit for a program of excellence in compensatory education. The certificate was awarded by a panel founded by William Bennett, U.S. Secretary of Education.

1987 - Chapter 1 Reading was in elementary grades 2-6. The program had a remedial emphasis based on individual skill needs. Dr. James Howell retired and Virlene Hicks was named Administrative Assistant.

1988 - USD 259 Board adopted a new reading series (Heath Reading). This basal emphasized a literature-based vs a skill-based approach.

1989 - Chapter 1 Reading emphasis was changed to developmental (pre-teaching) from remedial (re-teaching) with close correlation to the classroom instruction. Sheril Logan was named Coordinator for Chapter 1 Reading and Joyce Mattson was named Administrative Assistant.

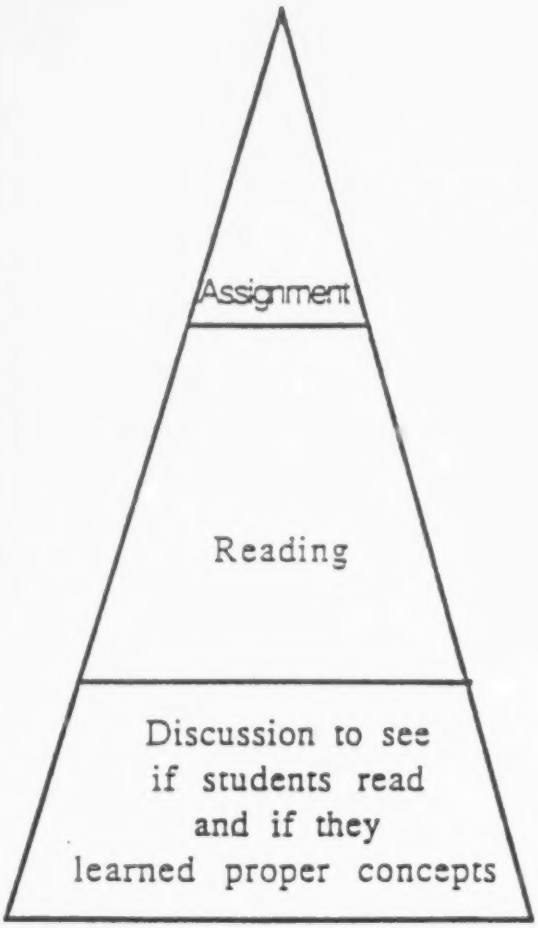
WICHITA PUBLIC SCHOOLS

NEW AGENDA FOR AN INTEGRATED LANGUAGE ARTS CURRICULUM

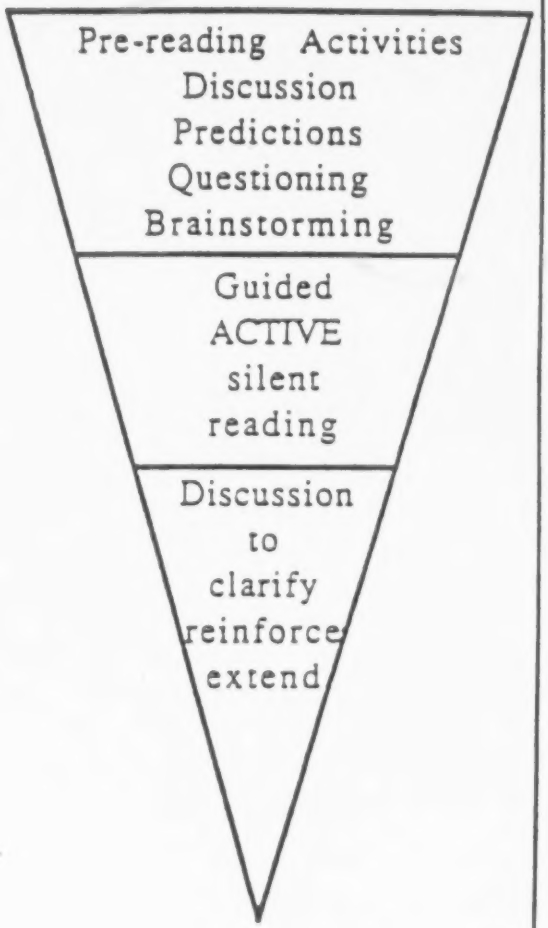
READING	---------->	**LANGUAGE ARTS: READING, WRITING, LISTENING, SPEAKING**
Handwriting and Objectives Reading Time and Objectives Writing Time and Objectives Spelling Time and Objectives English Time and Objectives	---------->	Language Arts Across the Curriculum Integrated and Interdisciplinary
Textbook-Workbook Orientation	---------->	Process Orientation
Focus on Skills	---------->	Focus on Strategies
Focus on Discrete Skills	---------->	Focus on Meaning
Sequential, Linear	---------->	Constructive, Interactive
Mastery Learning	---------->	Spiral Learning
Part to Whole	---------->	Whole to Part
Phonics in Isolation	---------->	Phonics in Context
Controlled Vocabulary	---------->	Authentic Literature
Manual-driven Instruction	---------->	Teacher as Decision Maker
CMS	---------->	Kid-Watching
Teacher as Presenter of Learning	---------->	Teacher as Facilitator of Learning
Assignment Giving	---------->	Direct Instruction
Remediation	---------->	Acceleration
Grouping by Ability	---------->	Flexible Grouping for Specific Purposes
Competitive Learning Environment	---------->	Cooperative Learning Environment
Reteaching	---------->	Preteaching
Seatwork, Dittos	---------->	Projects and Productions
Round Robin Reading	---------->	Varied Oral Experiences
Reading, writing, spelling at/for school	---------->	Reading, writing, spelling for authentic purposes
Cognitive Agenda	---------->	Cognitive and Motivational Agenda

THE LESSON
Research Suggests A New Format

Traditional Format



Research Suggests A New Format



—Michigan Reading Curriculum Review Committee '88

ON-GRADE LEVEL READING with KIDS WHO CAN'T READ??

Give me a break! It's not possible, is it?

YES! Yes, it is...

But to make it possible, teachers have to work a little harder--no doubt about that. Readers in trouble cannot become proficient until they revalue themselves as learners and users of language and revalue the reading process as a transactive, constructive one rather than a technology of phonic rules and word attack. They must be helped to rid themselves of self-blame and derogatory labels and learn to trust their own ability to make sense of print using the language strengths they already have. Being in a grade-level book is part of that process. But so are numerous opportunities to build on the oral language and prior knowledge they already have.

Why not try some of the following tricks of the trade to get readers in trouble involved with discovery of their forgotten proficiencies, their personal store of prior knowledge?

1. Use the old tried-and-true language experience approach. It is NOT an activity just for first grade! It fosters literacy in students of any age, including adult students. Possibilities for oral language with chart making as a natural outcome include:

-- resource persons
-- story retelling
-- experiments
-- art activities
-- favorite TV shows
-- cafeteria behavior
-- show-and-tell
-- films & filmstrips
-- objects & models
-- magazine ads
-- parents' night
-- discussions & conversations
-- field trips
-- experiments
-- dramatic play
-- children's books
-- a party at school
-- celebrations & holidays
-- outdoor play
-- pictures & prints
-- pets & other animals
-- a popular movie
-- a new game

2. Read their basal story aloud to them and discuss it just as if they themselves had read it. The point is to motivate them to discover what is in their reading books. Don't worry about overdoing this technique. Please avoid feeling guilty in the beginning if you find yourself doing <u>all</u> the oral reading.

3. Invite interesting people to the classroom to read aloud or just to talk to kids, particularly if their backgrounds link to the cluster theme being stressed. With prior preparation by the teacher, children can learn something about the art of interviewing. Let them dictate their reactions afterwards, and as always, write down their dictation. Group dictations are perfectly fine in most instances, but occasionally individual children should be allowed to dictate on their own.

4. Let children make puppets based on characters in the story, then dramatize the story or key concepts with their puppets. Afterwards, let them reread the story. Encourage them to volunteer to read their favorite part aloud. Or try choral reading, with you being the mainstay for each selection.

5. Help students construct and reconstruct meaning through the visual technique of semantic organizers (sometimes called semantic webs or maps, or graphic organizers). Do this on the chalkboard with the whole group. Key into vocabulary they already know that is related to the vocabulary you are trying to introduce. Build from there. This focuses on meaning, not isolated words. Always keep words in meaningful context.

6. Once readers in trouble begin to gain confidence, teachers often find they become enthusiastic writers. But they probably have had little experience writing since it's doubtful they've been asked to write much. They usually go through the stages of development of younger learners but much more rapidly. Their first efforts are clumsy and contain a lot of misspellings and shaky mechanics. Don't worry. Communicate enthusiasm to them for their efforts and CONTINUE TO SEARCH FOR ALL THE CONNECTIONS BETWEEN READING AND WRITING THAT YOU POSSIBLY CAN. Lead them into writing very, very deliberately. Understanding the concept of authorship is key to their eventual revaluing of the whole reading process.

7. Don't forget the benefits of cooperative grouping or paired learning. Even though you may have an entire class of readers in trouble, some will still be more proficient than others in certain areas. Link those students together so they can learn cooperatively. Peer interaction is one of the strongest "weapons" in your teaching/learning arsenal. Don't overlook its enormous benefits.

8. Help students "own" words. From the Heath vocabulary list, you may want to select 3-5 words that everyone in the class will be required to learn. Then let them select, either as groups or single individuals, 3-5 additional words they would like to own. Together, these two sets of words could comprise each child's spelling list for the week.

Jeanne S. Chall, author of Learning to Read: The Great Debate, found there is no magic in reading methods or materials. The teacher was the critical difference. Children generally seemed to react to an atmosphere created by the teacher and the program together. There was excitement, enthusiasm, and interest in some classes whatever reading program was in use. Conversely, in other classes children responded to each other and to activities with listlessness, boredom, and restlessness no matter what reading program was used. Again, IT WAS WHAT THE TEACHER DID WITH THE METHOD, THE MATERIALS, AND THE CHILDREN RATHER THAN THE METHOD ITSELF THAT SEEMED TO MAKE THE DIFFERENCE.

By: Marty Garlett; Wichita Public Schools; 1990

Highlights

This report synthesizes current research-based thinking about effective academic instruction for elementary schools serving high proportions of students from impoverished families. For years, the challenges of teaching reading, writing, and mathematics in such settings have prompted both researchers and practitioners to search for better curricula and instructional approaches.

Until recently, a "conventional wisdom" about effective practice in such settings has emphasized the remediation of learners' deficits, a curriculum broken down into discrete skills, teacher-directed instruction, a uniform approach to classroom management, and the grouping of students by ability. In the hands of skilled teachers, the conventional wisdom can work well, especially when the goal is improving student performance on relatively simple academic tasks. It has important limits, though, which are the subject of this report.

Alternatives to Conventional Wisdom

Recent scholarship, theory, and experimentation in the classroom highlight flaws in conventional wisdom and point to promising alternatives. We briefly summarize these alternatives below:

Conventional Wisdom	Alternatives to Conventional Wisdom
• An emphasis on learners' deficits — that is, what the "disadvantaged" student lacks in knowledge, intellectual facility, or experience	• An emphasis on the knowledge students *do* bring to school • Explicit teaching of how to function in the "culture" of the school
• Curriculum that teaches discrete skills in a fixed sequence from "basic" to "higher order" skills	• Early emphasis on appropriate "higher order" tasks • Extensive opportunities to learn and apply skills in context • An emphasis on meaning and understanding in all academic instruction
• Exclusive or heavy reliance on teacher-directed instruction	• A combination of teacher-directed and learner-directed instruction
• Classroom management principles uniformly applied across the school day so as to forestall disorder in the classroom	• Variation in classroom management approaches depending on the kind of academic work being done
• Long-term grouping of students by achievement or ability	• Some use of grouping arrangements that mix ability levels • More flexibility in grouping arrangements

The theme running through our critique is this: Although it represents an improvement over much of the instruction offered in schools serving poor children, conventional wisdom may place an unintended ceiling on student learning. Appropriately applied, the alternatives discussed in this report show promise of improving on conventional practice.

Emerging Standards of "Good Practice"

These alternatives to conventional practice are consistent with views of curriculum and instruction that have gained currency among experts in mathematics, reading, and writing. Emerging standard for these fields have the following emphases:

- *Mathematics*. More work on understanding and applications, with broader coverage of mathematics topics; less work on computation and less redundancy across grades.
- *Reading*. More reading for meaning from the earliest grades (and correspondingly less attention to discrete skills taught out of context); exposure to a wide variety of text, including material that connects with students' backgrounds and experiences.
- *Writing*. More meaningful written communication and less attention to mastery of writing "mechanics" in isolation; introduction to various genres and the processes of writing from the earliest years in school.

The Need for Further Experimentation with Alternatives

While there is research support for alternatives to conventional wisdom, there is much still to learn about the application of these ideas to the range of settings in which poor children learn. We offer these ideas in hopes that they will stimulate further experimentation and study.

Excerpt from: Study of Academic Instruction for Disadvantaged Students
January 1990
By: Michael S. Knapp, SRI International
Brenda J. Turnbull, Policy Studies Associates

It is better to place a fence at the top of the precipice than an ambulance at the bottom. (Slavin, 1987)

The greatest learning resource children bring to school after the language they have already learned, is their natural tendency to want to make sense of the world. (Goodman, 1985)

Underachieving or mildly handicapped students can benefit most from remedial education when the lessons in those classes are closely coordinated with those in their regular classes.

Children learn vocabulary better when the words they study are related to familiar experiences and to knowledge they already possess.

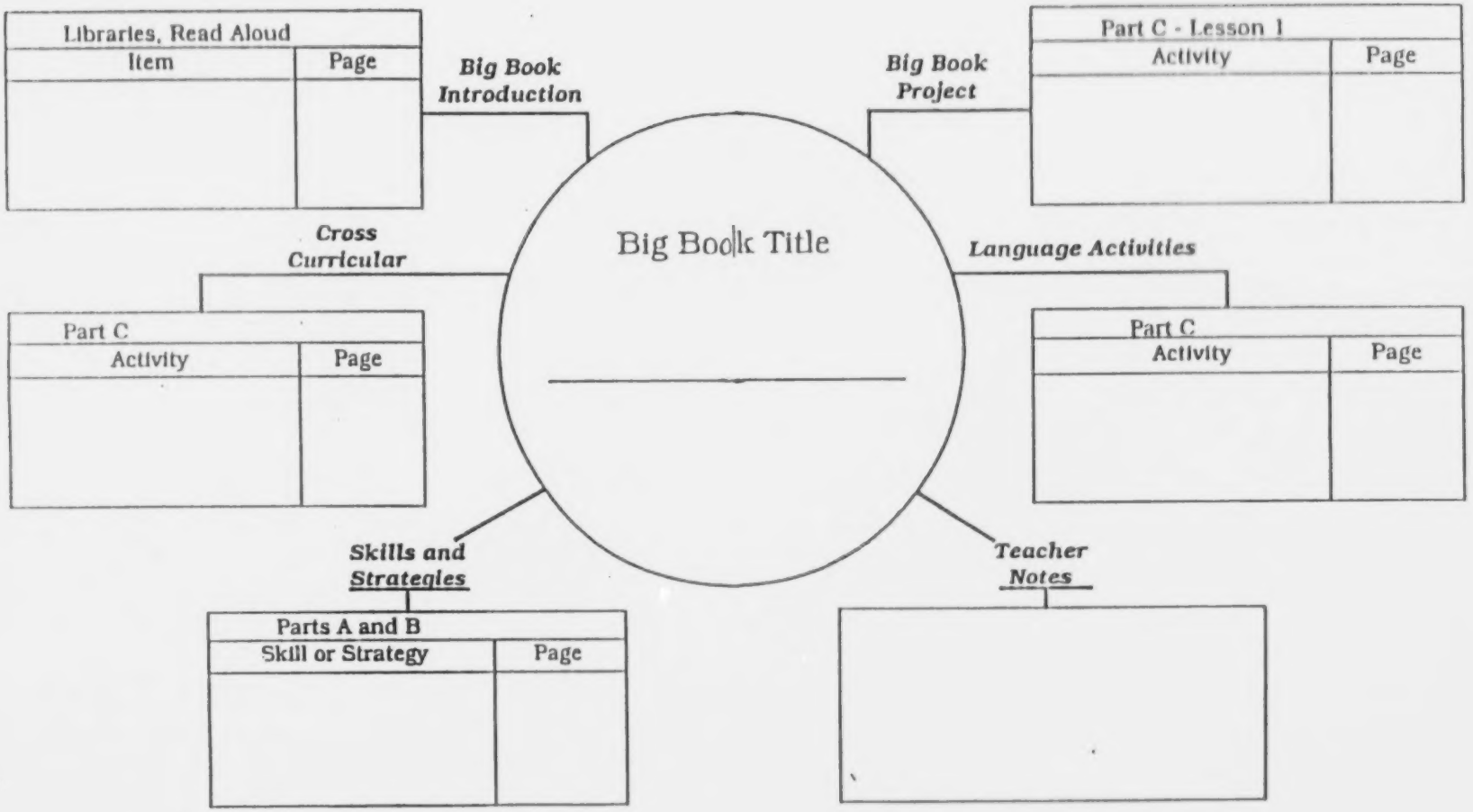
WHAT WORKS

CHAPTER 1 READING CHANGES

THEN	NOW

1. From remedial (reteaching) to developmental (preteaching).
2. From skill-based to literature-based approach.
3. From correlated but separate Chapter 1 and classroom programs to meshed programs with two-way communication.
4. From pull-out to mixed in-class/pull-out service.
5. From treating reading as a separate subject to an integration of the language arts.
6. From individualized lessons with eclectic materials on the child's instructional level to preteaching for success in the on-grade level classroom lesson.
7. From drill on vocabulary/skills in isolation to building meaningful vocabulary/skill proficiency in context.
8. From little teaching of strategies to direct instruction in vocabulary/comprehension strategies.
9. From service in 1st-5th to service in kdgn-5th grades.
10. From the use of diagnostic-prescriptive methods to active instruction emphasizing higher order thinking skills.

The Cat and the Fiddle The Mouse in the House

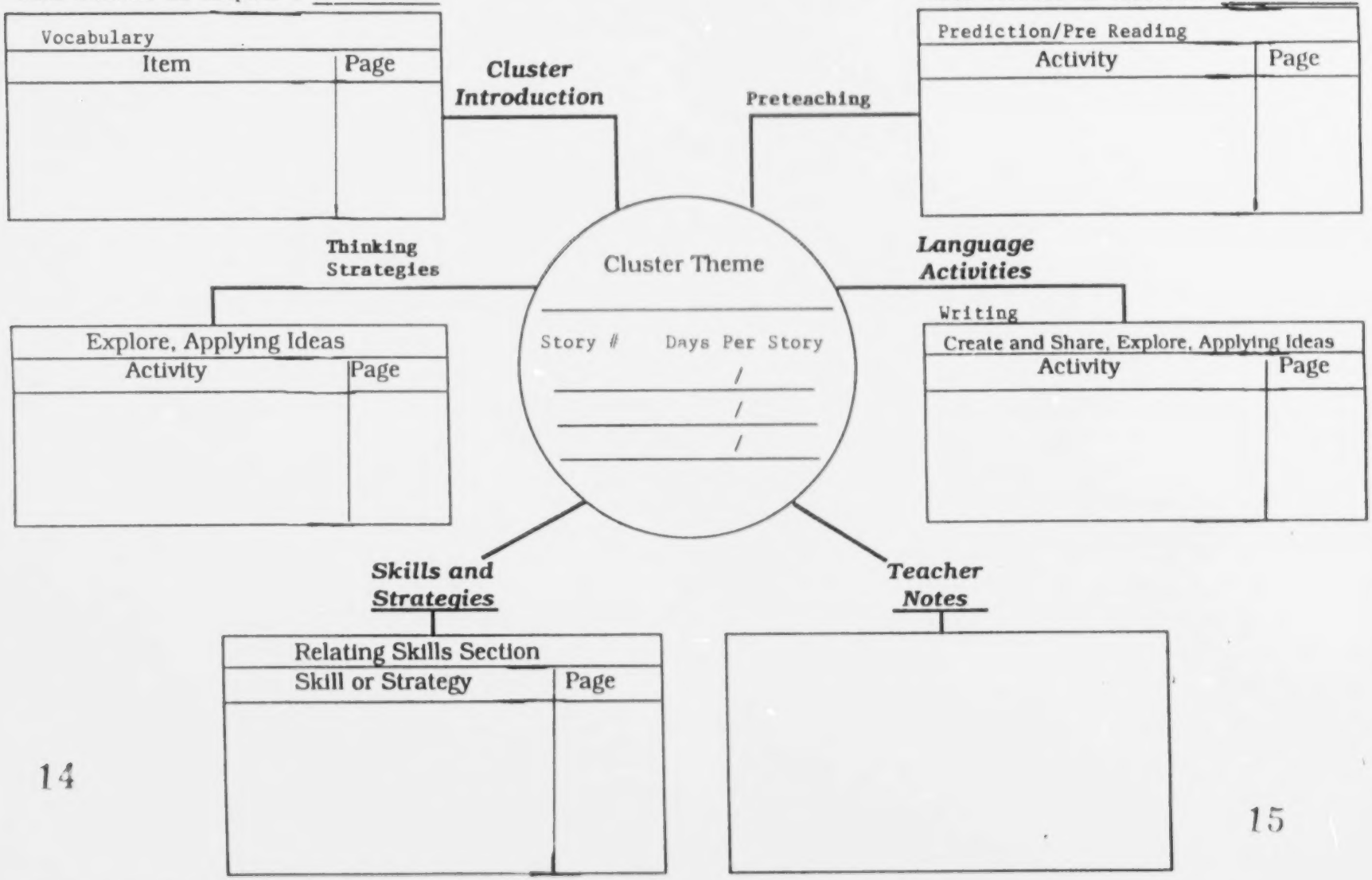


CHAPTER 1 READING/HEATH LEP CLUSTER PLANNER

CLUSTER TITLE

Date Started In Chapter 1 _____

Date Started In Classroom _____



HEATH READING
SPECIAL READING CLUSTER PLANNER

Selection Date				
Part A Think Ahead/Key Concepts Word Bank				
Reading (oral, silent, independent)				
Writing				
*Part B Think While Reading				
*Part C Think Back				
*Skill *Not Required for Every Story				

CHAPTER 1 READING/MATH PROGRESS REPORT

School _____ Child's Name _____

Quarter 1 2 3 4 Grade K 1 2 3 4 5

KEY TO MARKING SYSTEM

[1] Satisfactory Progress [2] Improvement Needed [3] Not Evaluated

READING SKILLS	
Vocabulary	
Sight Words	
Word Meanings	
Context Clues	
Word Attack/Phonics	
Comprehension/Understanding	
Study Skills	
Work Skills and Habits	
Uses Time Effectively	
Attitude	
CONFERENCE REQUESTED	

MATH SKILLS	
Sets	
Numeration	
Addition _____	
Subtraction _____	
Multiplication _____	
Division _____	
Fractions/Decimals	
Geometry	
Measurement	
Applications	
CONFERENCE REQUESTED	

Comments: _____

_____

_____

Comments: _____

_____

_____

Rx PRESCRIPTION FOR HOME STUDY

Your child needs help in the following areas. (See attached list of objectives for explanation of numbers.)

READING

_____

_____

MATH

_____

_____

Additional practice at home would help your child. For free activities you can use at home, contact the Parent Involvement Worker at your school or visit one of the CHAPTER 1 PARENT RESOURCE CENTERS. Call 833-4605 for information on the nearest center.

_____

Chapter 1 Reading/Math Teacher

White - Parent Copy
9 4001

Canary - PRC Copy

Pink - Teacher Copy

CHAPTER 1
READING PROGRESS REPORT/PRESCRIPTION FOR HOME STUDY
1990-91

Child's Name _____ School _____

Grade: (1 2) Reading Book Level _____

Key to Marking System:

- \+ Achieving consistently
- √ Learning in progress - needs continued reinforcement
- * Needs immediate attention

Areas marked are the ones that your child has worked on during the nine week period.

Any area marked with a "√" or "*" is an area where you can provide extra help at home.

FOR FREE ACTIVITIES VISIT ONE OF THE CHAPTER 1 PARENT RESOURCE CENTERS.

Call 833-4605 for information on the nearest center or contact the Parent Involvement Worker assigned to your school.

Quarter 1	Quarter 2	VOCABULARY MEANING
		Uses background experience
		Uses context clues for meaning
		Understands multiple meanings
		Classifies word meanings
		Uses adequate sight vocabulary
		Recognizes synonyms and antonyms
		Recognizes homonyms
		Masters new vocabulary
		COMPREHENDING LITERATURE
		Identifies story elements (characters/setting/plot/details)
		Expresses opinions about stories
		Identifies cause/effect
		Recognizes fact/nonfact
		Distinguishes reality/fantasy
		Sequences story events
		Identifies problem/solution
		Compares/contrasts
		Draws conclusions
		Predicts outcomes
		Paraphrases/summarizes
		Identifies main idea
		CREATIVE WRITING
		Creates original works
		Organizes ideas in sentences
		Applies writing process

Quarter 1	Quarter 2	SPEAKING
		Creates, expresses, and supports ideas orally
		Asks appropriate questions
		Learning standard English (ESL)
		LISTENING
		Responds appropriately to oral directions
		Exhibits good listening behaviors
		DECODING APPLICATION
		Applies consonant knowledge
		Applies vowel knowledge
		Analyzes word structure
		STUDY SKILLS
		Follows written directions
		Uses alphabetical order
		Uses table of contents
		Reads maps/graphs
		ATTITUDES/WORK HABITS
		Uses time well
		Tries to improve reading abilities
		Shows pride in reading improvement
		CONFERENCE REQUESTED

READING AT HOME IS HELPFUL AND RECOMMENDED!

☐ Your child is on a waiting list. When there is room in the lab he/she will be placed. Additional pratice on reading at home would be helpful.

Comments:

1st Quarter _____

2nd Quarter _____

_____
Special Reading Teacher

White - Parent Copy Green - PRC Copy Canary - Parent Copy Pink - PRC Copy Goldenrod - Teacher Copy

F 4009

CHAPTER 1
READING PROGRESS REPORT/PRESCRIPTION FOR HOME STUDY
1990-91

Child's Name _____ School _____

Grade: (3 4 5) Reading Book Level _____

Key to Marking System:

\+ Achieving consistently
√ Learning in progress - needs continued reinforcement
* Needs immediate attention

Areas marked are the ones that your child has worked on during the nine week period.

Any area marked with a "√" or "*" is an area where you can provide extra help at home.

FOR FREE ACTIVITIES VISIT ONE OF THE CHAPTER 1 PARENT RESOURCE CENTERS.

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Quarter 1	Quarter 2	
		VOCABULARY MEANING
		Uses background experience
		Uses context clues for meaning
		Recognizes synonyms antonyms and homonyms
		Understands multiple meanings
		Classifies word meanings
		Understands figurative language
		Uses adequate sight vocabulary
		Masters new vocabulary
		COMPREHENDING LITERATURE
		Identifies story elements (characters/setting/plot/details)
		Expresses opinions about stories
		Identifies cause/effect
		Recognizes fact/opinion
		Distinguishes reality/fantasy
		Sequences story events
		Identifies problem/solution
		Compares/contrasts
		Makes inferences
		Draws conclusions
		Predicts outcomes
		Summarizes/paraphrases
		Identifies main idea
		Applies reading strategies
		CREATIVE WRITING
		Creates original works
		Organizes ideas in sentences
		Organizes ideas in paragraphs
		Applies writing process

Quarter 1	Quarter 2	
		SPEAKING
		Asks appropriate questions
		Creates, expresses and supports ideas orally
		Learning standard English (ESL)
		LISTENING
		Responds appropriately to oral directions
		Exhibits good listening behaviors
		DECODING APPLICATION
		Applies context cues for decoding
		Applies phonics
		Analyzes word structure
		STUDY SKILLS
		Follows written directions
		Uses glossary and index
		Uses alphabetical order/guide words
		Uses dictionary skills
		Reads maps/graphs and visual aids
		ATTITUDES/WORK HABITS
		Uses time well
		Tries to improve reading abilities
		Shows pride in reading improvement
		CONFERENCE REQUESTED

READING AT HOME IS HELPFUL AND RECOMMENDED!

☐ Your child is on a waiting list. When there is room in the lab he/she will be placed. Additional pratice on reading at home would be helpful.

Comments:
1st Quarter _____

2nd Quarter _____

_____
Special Reading Teacher

White - Parent Copy Green - PRC Copy Canary - Parent Copy Pink - PRC Copy Goldenrod - Teacher Copy
9.4012

WICHITA PUBLIC SCHOOLS
CHAPTER 1 READING INSERVICE

1990-91 School Year

Optional	June 7-8	7 Hours-Kindergarten/Chapter 1 Heath Connection (Jeannie Morton, Candi Spacil)
Optional	August 8	3 Hours-Kindergarten Teaching Ideas for Chapter 1 (Scholastic Publishers)
Optional	August 8	3 Hours-Writing in Chapter 1
Optional	August 9-10	12 Hours-Higher Order Thinking Skills (TAC Denver; Rosalie O'Donoghue)
Required	August 28	3-1/2 Hours-Start Up for the School Year
Optional	October 24	1 Hour-Comprehension Strategies (Mary Ellen Isaac)
Required	November 1 or November 2	6 Hours-SRT Visitations and Sharing
Optional	November 13	1 Hour-How to Use the Parent Center and to Involve Parents (Jackie Lugrand)
Optional	November 29	1 Hour-Writing Ideas (Gwen Carol Holmes, Mary Ellen Isaac)
Required	December 6	2 Hours-Budget
Required	February 14	2 Hours-Math/Reading
Optional	March 12	1 Hour-Options to Book Reports (Mary Ellen Isaac)
Required	May 2	1-1/2 Hours-End of Year Wrap-Up

WICHITA PUBLIC SCHOOLS
CHAPTER 1 READING INSERVICE

1988-89 School Year		
Optional	December 6	Show and Tell About New Literature Basal Reading Series
	March-April	6 weeks of Weekly Research Articles Supporting Literature Based Reading and Preteaching
Required	April 27	1-1/2 Hours-Presenting the Concept of Preteaching
1989-90 School Year		
Optional	June 5-9 or August 14-16	15 Hours-Heath Language Enrichment Program
"	August 15 or August 16	1-1/2 Hours-Principals' Inservice
Required	August 24 or August 25 or August 28	1-1/2 Hours-Language Enrichment Program Testing
"	August 29	3-1/2 Hours-Program Start Up Heath
Optional	September - April	WSU Chapter 1 Seminars
Optional	September - December	15 Hours-Liaison Workshop for Chapter 1 Reading Teachers-Classroom Teachers (Rebecca Carson, Barbara Travis)
Required	October 27	6 Hours-Wichita Area Reading Conference
"	October 31	1 Hour-Sharing of Heath Ideas
Optional	November 2-4	2-1/2 Days-Regional IRA/Chapter 1 Conference Omaha, NE
"	November 7	1 Hour-Individual Consultation with Carol Rozier
"	November 8	1 Hour-Carol Rozier, Heath Consultant
"	November 15	1 Hour-Vocabulary
"	November 20	1 Hour-Predicting Outcomes
	November 30	1 Hour-Comprehension Strategies
Optional	December 7	1-1/2 Hours-Chapter 1 Principals' Inservice
Required	December 7	3 Hours-Heath Consultant 1/2 Hour-Budgeting
Optional	January 18 &	1 Hour-Kindergarten
"	January 23	(Carol Lininger)
"	January 24	1 Hour-Higher Order Thinking Skills (Pat Burdine)
Required	February 14	2 Hours-Testing
"	February 20	6 Hours-SRTs Visits to Other SRTs' Reading Rooms
Optional	March 22-24	State IRA Conference, Manhattan, Kansas
Required	May 3	1-1/2 Hours-End of Year Wrap-Up
Optional	May 6-10	5 Days-National IRA Conference Atlanta, Georgia

WICHITA PUBLIC SCHOOLS
EVIDENCE OF THE IMPLEMENTATION OF THE K-5 CHAPTER 1 READING CURRICULUM

Name_____ Observer_____
Building_____ Time In _____ Time Out_____
Date_____

	Consistent Evidence	Partial Evidence	Limited Evidence
There is an abundance of direct instruction and SRT modeling of reading strategies to actively involve students in thinking, learning, skill application, and language production. Reading writing, and speaking are occurring on a frequent basis.			
The SRT maintains a literate environment in which a variety of reading materials and visual aids are organized in an attractive manner.			
The SRT will maintain a learning environment in which students are motivated, exhibit self-control, receive praise when appropriate, and are given individual help when necessary.			
Two-way correlation to classroom instruction is evident in the use of Classroom Teacher-Cluster Planner/Chapter 1 Reading Correlation Form, SRT Cluster Planner and SRT lesson plans.			
Lesson plans reflect use of Heath Language Enrichment Teacher's Manual and/or Heath Classroom Teacher's Edition, as well as Heath philosophy.			
Preteaching occurs in advance of classroom introduction in: Vocabulary Background Information Prediction/Pre-Reading Writing Preteaching/reteaching of skills in context is occurring in correlation with the classroom teacher's instruction.			
Opportunities occur during each Chapter 1 session for the enjoyment and appreciation of reading and writing.			
Negative NCE gain Chapter 1 students receive an additional session once a week which is directly tied to skill deficits.			
Chapter 1 required paperwork is correctly completed in a timely manner to meet the requirements of Chapter 1 and to provide evidence of reading progress for each student. SRT and paraprofessional may work with only eligible Chapter 1 students.			

READING

27 public schools (30 sites)
8 non-public schools
2700 students served
35 certified reading teachers
17 paraprofessionals

PROGRAM CHANGES

With the adoption of the Heath Language Enrichment Program, the emphasis of Chapter 1 Reading has changed from remediation to developmental. Chapter 1 staff now preteach stories before they are introduced in the classroom emphasizing vocabulary, background information, predicting and pre-reading. An essential component of this program is close correlation between Chapter 1 and regular instruction. Correlation forms to be completed by the Special Reading Teacher (SRT) and by the regular classroom teacher were developed. The Chapter 1 Reading Coordinator and Administrative Assistant monitored program implementation through frequent visits to the schools.

In addition to serving students in grades 1-5, kindergarten and T-1 students were included in the program at the beginning of the second semester.

Chapter 1 reading staff were required to attend 25 hours of inservice activities dealing largely with the Heath Total Language approach. Additionally, 27.5 hours of optional inservice sessions were scheduled.

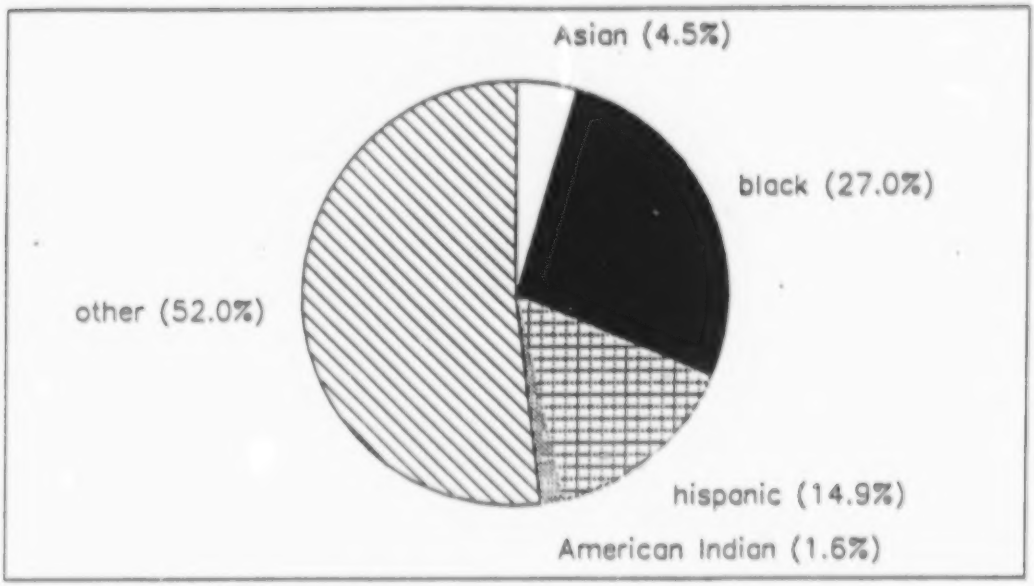
In-class instruction was used by the SRT's at Horace Mann and Riverside and by the teachers in the Pilot Program at Park and Irving. Most buildings, however, continued to deliver Chapter 1 services through the pullout model.

PARTICIPANTS

TABLE 1
Reading Participants by Grade

Grade	Public	Non-Public
K	54	3
1	643	17
2	656	24
3	493	10
4	397	10
5	381	11
Total	2624	75

GRAPH
Reading Participation by Race



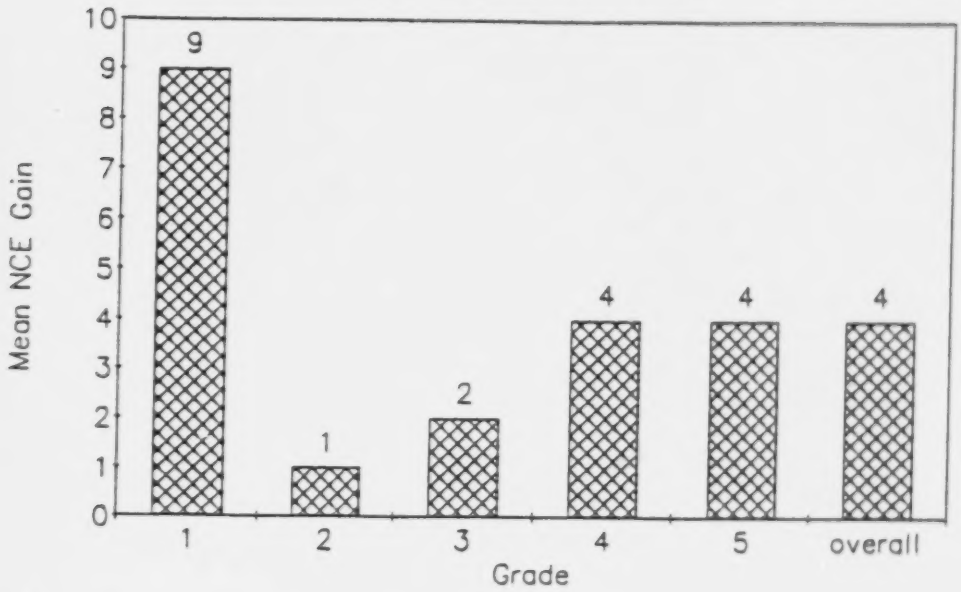
PERFORMANCE ON STANDARDIZED TESTS

Objective: Students will achieve a positive mean NCE gain in basic and advanced reading skills. Basic skills are measured by the total reading score and advanced skills are measured by the comprehension score.

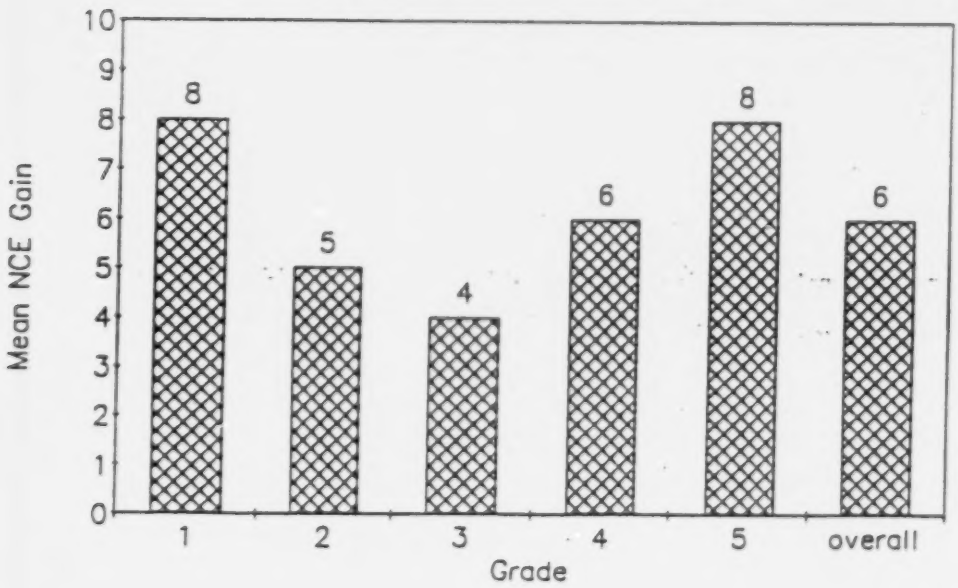
For public schools, the results are based on the spring 1989 ITBS administration (pretest) and the spring 1990 ITBS administration (posttest). For non-public schools, the California Achievement Test was given on a spring-spring cycle. Word analysis replaced comprehension in first grade. Graphs 6 and 7 include all Chapter 1 reading students who had pre and post testing data.

Results: The objective was achieved for both basic and advanced reading skills.

GRAPH
Total Reading NCE Gains



GRAPH 7
Comprehension NCE Gains



CHAPTER 1 READING 1991-1992

Chapter 1 Reading pre-teaches stories before their introduction in the classroom, emphasizing vocabulary, background information, predicting, pre-reading, and writing. Two-way classroom correlation is mandatory. The classroom teacher (CT) must provide the name of the new story to be introduced or a cluster planner to the Chapter 1 reading teacher (SRT) approximately a week before its introduction in the classroom. The SRT will give the CT a Chapter 1 cluster planner so there is two-way correlation. Because Chapter 1 Reading is pre-introducing reading concepts, it is absolutely essential that the Chapter 1 teacher and the classroom teacher correlate and communicate with each other for the good of the students.

There are 37 certified Chapter 1 reading teachers and 10 paraprofessionals working in 26 public schools at 28 sites and 10 nonpublic buildings. The recommended caseload for an SRT alone is 50-70; the caseload with an SRT and paraprofessional is 80-100. Students are seen for 120-135 minutes per week in grades 1-5 and 40-70 minutes in kindergarten. Additional help is given to students with negative NCE gains. Both in-class and pull-out services are delivered; delivery mode is a building level decision. Service is given to approximately 2782 public school students grades K-5, and 61 nonpublic students are served via mobile vans. Schoolwide projects are at the Park, Irving and Colvin sites and Extended Day Kindergarten (EDK) at Franklin, Jefferson, Lincoln and Payne. EDK is staffed with 4 certified teachers and 4 paraprofessionals. Schools are declared eligible for service based on low income data. To qualify for service, a student must attend a Chapter 1 identified school and show an educational need. The Chapter 1 teacher can work only with eligible students. Chapter 1 instruction is in addition to, not instead of, classroom instruction in reading. Chapter 1 reading instruction should occur during the non-instructional time of the language arts block.

Chapter 1 kindergarten students are served beginning the second nine weeks. They must have a teacher referral and score 60 or below on the Chapter 1 Kindergarten Test. First grade students must score at the 39th NCE or below on ITBS Word Analysis. Grades 2-5 students use a combined ITBS/Heath score of 38 or below to qualify for Chapter 1 Reading.

Both basic and more advanced skills are taught and tested. Emphasis is on helping Chapter 1 students learn to think and to integrate reading, writing, speaking and listening as essential life skills. Skills are taught in the context of literature and not in isolation.

Chapter 1 required documentation is monitored through the Chapter 1 office. The Chapter 1 administrative staff will submit to the building principal a formal written observation if requested to do so; otherwise, program monitoring by Chapter 1 staff takes the form of regular informal observations, monitoring of records and conferences with the SRT.

Parents are asked to support the theme of the stories through home activities. Ongoing parental contacts and conferences are encouraged.

Building administrators, when evaluating the SRT, should look for close correlation with the classroom instruction, use of the Heath materials/philosophy, and an abundance of direct instruction. Chapter 1 reading teachers will continue to be inserviced to be reading resource people within a Chapter 1 building.

CHAPTER 1 READING 1966 - 1989

1966 - Wichita's program for compensatory education began in the spring of 1966 with corrective reading as its focus. It was funded as a Title I project. Under an ESEA grant. Dr. James Howell was the Director of Reading. Reading services were delivered with an electic approach in grades 2-12.

1970 - Reading Services Center began operation in September, 1970, at the Community Education Center.

1970 - Title I Corrective Reading was selected by the White House Conference on Childhood Education as one of thirty-four most promising programs in the nation.

1972 - Title I Corrective Reading received recognition at the National Education Fair. Grades 2-9 were served.

1975 - Title I Corrective Reading was named exemplary reading program by the American Institute of Research.

1976 - Elementary students became the primary focus. Grades 1-6 were served.

1978 - Title Corrective Reading was renamed TOCR. TOCR was certified and funded by the U.S. Office of Education as a Demonstrator Developer Program.

1981 - Title I became Chapter 1.

1986 - Chapter 1 Reading was awarded a Certificate of Merit for a program of excellence in compensatory education. The certificate was awarded by a panel founded by William Bennett, U.S. Secretary of Education.

1987 - Chapter 1 Reading served elementary grades 2-6. The program had a remedial emphasis based on individual skill needs. Dr. James Howell retired and Virlene Hicks was named Administrative Assistant.

1988 - USD 259 Board adopted a new reading series (Heath Reading). This basal emphasized a literature-based vs a skill-based approach.

1989 - Chapter 1 Reading emphasis was changed to developmental (pre-teaching) from remedial (re-teaching) with close correlation to the classroom instruction. Sheril Logan was named Coordinator fir Chapter 1 Reading and Joyce Mattson was named Administrative Assistant.

WICHITA PUBLIC SCHOOLS, USD 259, WICHITA, KANSAS

CHAPTER 1 READING CHANGES FROM RETEACHING TO PRETEACHING

FROM **TO**

1. From remedial (reteaching) to developmental (preteaching).
2. From skill-based to literature-based approach.
3. From correlated but separate Chapter 1 and classroom programs to meshed programs with two-way communication.
4. From pull-out to mixed in-class/pull-out service.
5. From treating reading as a separate subject to an integration of the language arts.
6. From individualized lessons with eclectic materials on the child's instructional level to preteaching for success in the on-grade level classroom lesson.
7. From drill on vocabulary/skills in isolation to building meaningful vocabular/skill proficiency in context.
8. From little teaching of strategies to direct instruction in vocabulary/comprehension strategies.
9. From service in 1st-5th to service in kdgn-5th grades.
10. From the use of diagnostic-prescriptive methods to active instruction emphasizing higher order thinking skills.

WHAT'S NEW IN CHAPTER 1 Reading

Chapter 1 Reading has converted to preteaching for the classroom lessons, through the use of the Heath Language Enrichment Program. Preteaching allows Chapter 1 students to be successful in an on-grade level book. In addition to preteaching of background, vocabulary, predictions and prereading the story, the special reading teacher will teach skills in the context of the story and do writing activities on a regular basis. If a classroom teacher chooses to teach using literature exclusively, the same preteaching philosophy can be applied for Chapter 1 students by the Special Reading Teacher (SRT).

Three word processing packages (Magic Slate, Muppet Slate, Big and Little) have been provided for each Special Reading Teacher. There should be visual evidence of writing instruction.

There is to be two-way communication between the SRT and the classroom teacher. Written communication must be given by both the classroom teacher and the Chapter 1 teacher. This will be monitored by the Chapter 1 Administrative Staff and a report given to the principal. This year Chapter 1 Reading will serve kindergartens beginning the second nine weeks. If all day kindergarten is provided Chapter 1 will not serve kindergarten. Grades 1-5 will be served from the beginning of the program year.

Thinking and reasoning skills will be emphasized.

Parents will continue to receive the Home Flyer with suggested activities supporting the theme of stories being read. These home flyers may come from either the classroom teacher or the SRT. Parental contacts and conferences are strongly encouraged. Chapter 1 Reading believes that students make the greatest growth when there is a team effort between the classroom teacher, SRT and the parents.

READING

25 public schools (28 sites)
9 non-public schools
2850 students served
34 certified reading teachers
15 paraprofessionals

PROGRAM HIGHLIGHTS

For the second year, Chapter 1 Reading continued to pre-teach stories before their introduction in the classroom, emphasizing vocabulary, background information, predicting, pre-reading and writing. The goal is to help students succeed in on-grade level books, improve in self-esteem and develop a positive attitude toward reading.

Two-way correlation between Chapter 1 instruction and the regular classroom is mandatory. This correlation was monitored by the Chapter 1 Reading Coordinator and Administrative Assistant who gave a report to each principal. The classroom teacher provided a cluster planner or correlation sheet for each cluster to the Chapter teacher approximately a week before its introduction in the classroom. The Chapter 1 reading teacher gave the classroom teacher a Chapter 1 cluster planner so there was two-way correlation.

Although pullout remained the primary mode of delivery of Chapter 1 reading services, several schools utilized a combined in-class/pullout model. Chapter 1 reading teachers at Cessna, Enterprise, Harry Street, Horace Mann, Jefferson and Washington worked with eligible students in their regular classrooms for varying periods of time.

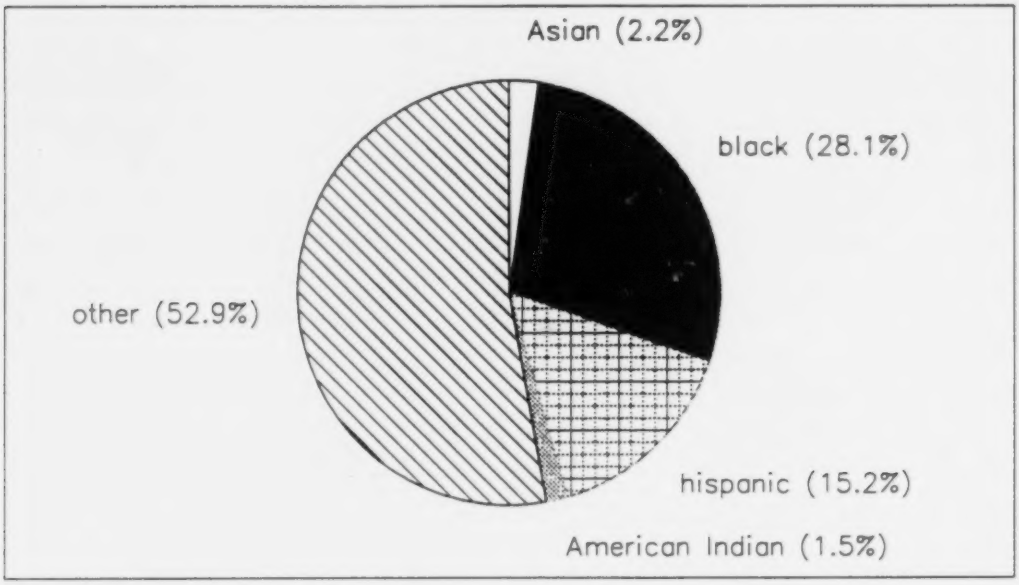
For the first time, kindergarten students were served in Chapter 1 Reading from the beginning of the year. Services in Chapter 1 Reading were also added to Adams Elementary School.

PARTICIPANTS

TABLE 1
Reading Participants by Grade

Grade	Public	Non-Public
K	513	8
1	511	12
2	526	14
3	441	18
4	435	4
5	356	12
total	2782	68

GRAPH
Reading Participation by Race



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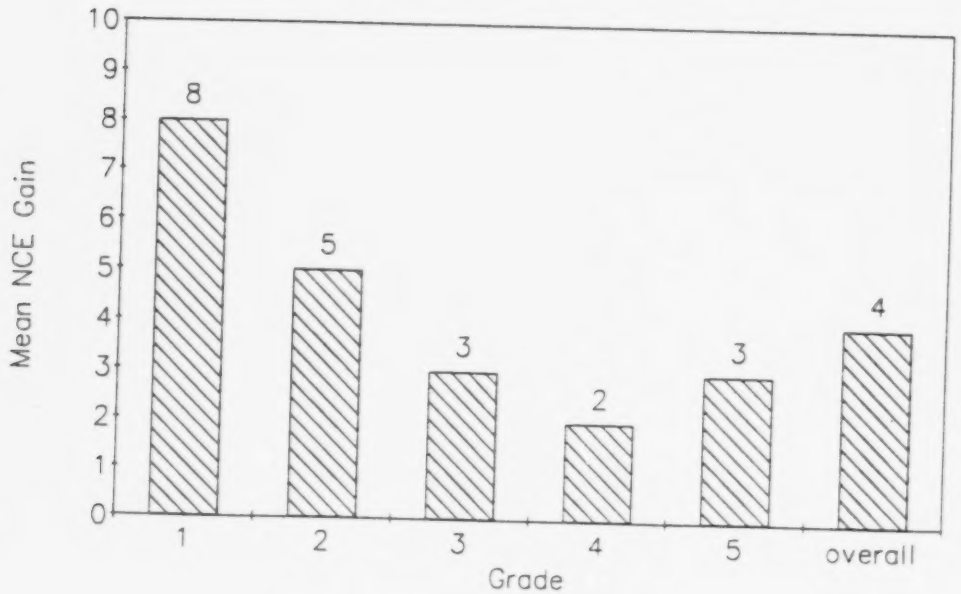
Results: The objective was achieved for both basic and advanced reading skills. The overall mean NCE gains in total reading and comprehension were the same as the means achieved in 1989-90.

GRAPH
Total Reading NCE Gains



GRAPH
Comprehension NCE Gains